

DRAFT Issues Associated With *Timely Delivery and Quality of Accessible Instructional Materials* DRAFT

Type of Issues	For Users	For Large Textbook Publishers	For Small and Other Publishers	For DSS Offices
Legal	<ul style="list-style-type: none"> Legal limits on individual's use of content protected by copyright; requires working with DSS office or with authorized entities to obtain alternate formats 	<ul style="list-style-type: none"> Copyright for some embedded content may permit inclusion only in the original work and thereby limit publisher's ability to provide complete files or to grant complete permissions. 	<ul style="list-style-type: none"> Copyright for some embedded content may permit inclusion only in the original work and thereby limits publisher's ability to provide complete files or to grant complete permissions. 	<ul style="list-style-type: none"> DSS must abide by copyright law, while also honoring civil rights Lack of knowledge (possible fear) of copyright law
Implementation/ Process Issues	<ul style="list-style-type: none"> Need for materials quickly Unclear lines of communication (i.e., process, procedure, timing, who-does-what) Accessible materials not always available Lack of clarity in how to order materials Faculty don't identify materials in time 	<ul style="list-style-type: none"> Large number of requests in peak periods Uninformed requests Short notice requests Variety of copyrights within a textbook Number of versions and variations of single title Willingness of students to settle for non-current editions Older works lack digital files 	<ul style="list-style-type: none"> Limited # of requests Uninformed requests Short notice requests Variety of copyrights within a textbook Number of versions and variations of single title Willingness of students to settle for non-current editions Older works lack digital files 	<ul style="list-style-type: none"> Variety of requests Requests occur on short notice from both faculty and students Institutional issues of adjunct faculty/timeliness Discrepancy between "required" and "recommended" materials
Production	<ul style="list-style-type: none"> Cannot convert files individually Reliant on the DSS office or publisher Students often cannot purchase a book in a timely manner for alternative production 	<ul style="list-style-type: none"> Need to modify basic production workflows Increased production costs when fulfilling request happens outside production flow Varying difficulty in reproducing images and graphics Lack of copyright for embedded materials Cost and difficulty of producing accessible STEM content 	<ul style="list-style-type: none"> Need to modify basic production workflows Increased production costs when fulfilling request happens outside production flow Lack of technical knowledge or skill in production resources Difficulty in reproducing images and graphics Lack of copyright for embedded materials Cost and difficulty of producing accessible STEM content 	<ul style="list-style-type: none"> Lack of capacity (e.g., staff, technology, funding) Increased production times Increased cost in retrofitting Files are difficult to reproduce High cost of technology required for production

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Technical	<ul style="list-style-type: none"> Files not in preferred formats Dependent on device/ software that will play the file Varying skill levels with specific assistive technologies Students outside of vocational rehabilitation (sometimes within) lack necessary technology Equitable access to technology that is institutionally owned 	<ul style="list-style-type: none"> Creation of STEM materials Cost of developing the ability to produce an additional special purpose standardized file format 	<ul style="list-style-type: none"> Creation of STEM materials Cost of developing the ability to produce an additional special purpose standardized file format Lack of knowledge about the possible formats Lack of knowledge of how to create accessible content 	<ul style="list-style-type: none"> Creation of STEM materials Materials must be in the student preferred medium (uncertain legal basis: “must give consideration...but are not bound by it”) Knowing how to make materials accessible & the meaning of “student ready” Publisher supplied files are not typically student-ready files
Educational	<ul style="list-style-type: none"> People who do not see the utility in accessibility Lack of knowledge about the possible formats Lack of self-advocacy ability/knowledge Lack of understanding of the functional impact of one’s disability Lack of knowledge of how to use assistive technology Prefer what they like vs. what is “best” for them 	<ul style="list-style-type: none"> Lack agreement on a set of default formats for DSS inhibits development of efficient publisher production systems 	<ul style="list-style-type: none"> People who do not see the utility in accessibility Lack of knowledge of how to serve DSS/student needs efficiently 	<ul style="list-style-type: none"> People who do not see the utility in accessibility Lack of knowledge on what is “accessible” and what is not. Lack of knowledge regarding accessibility of CMS’s Preferences for what DSS supports or is familiar with rather than what student requests or is “best” for them
Other		<ul style="list-style-type: none"> Strong concern that content provided for alternate formats could be redistributed without authorization resulting in economic and legal damage to publisher and content creators. 	<ul style="list-style-type: none"> Strong concern that content provided for alternate formats could be redistributed without authorization resulting in economic and legal damage to publisher and content creators. 	<ul style="list-style-type: none"> A perception on the part of institutions that accessibility of materials, systems, and operations is not an overall institutional responsibility, but rather one of a select office or individual.